

# California Commission on Teacher Credentialing



## Request for Applications For Teacher Residency Capacity Grants

### Available Funding

Teacher Residency Capacity Grant awards of up to a maximum of \$250,000 per applicant are available to support a collaborative partnership between an eligible local education agency (LEA) or a consortium of LEAs partnering with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to expand, strengthen, improve access to, or create teacher residency programs. The funding may be used to establish new teacher residency programs that support either of the following: (a) designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (b) local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community's diversity. Applicants should note that this funding is intended to supplement and not supplant any existing LEA and IHE teacher residency programs and efforts. A total of \$25 million is available for Capacity Grants.

### Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Capacity Grants are LEAs that either have an existing partnership or are establishing a new partnership with one or more IHEs to operate a teacher residency pathway within the IHE's Commission-approved teacher preparation program to prepare residents in one of the designated shortage areas and/or diversification efforts identified above. Eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory eighty percent (80%) match requirement for each grant dollar received. Matching funds may be actual funds and/or an in-kind match. An eligible LEA shall partner with any regionally accredited IHE with a Commission-approved teacher preparation program to develop and operate a student-teaching based teacher residency program pathway.

### Project Period

Upon grant award through June 30, 2026.

### Due Date for Receipt of Applications to the Commission

**June 16, 2023, by 5:00 p.m. PT**

All applications must be emailed to the Commission by the date and time identified.

No paper copies are required.

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# **Request for Applications**

## ***Teacher Residency Capacity Grants***

### **Section I: Introduction**

#### **Introduction**

This Request for Applications (RFA) is to provide grant awards of up to a maximum of \$250,000 per grant to eligible local education agencies (LEAs) to support a collaborative partnership between the LEA and one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to develop the partnership's capacity to design and implement a teacher residency program within the applicant LEA for (a) special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten residents and/or (b) recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse teacher workforce that reflects the LEA community's diversity.

Eligible LEAs must have a CD/CDS code issued by the California Department of Education and be one or more, or any combination - including a consortium - of the following:

- (a) a school district,
- (b) a county office of education,
- (c) a charter school,
- (d) a regional occupational center or programs operated by a joint powers authority or a county office of education.

The intent of the Teacher Residency Capacity Grant is to support building capacity in the collaborative LEA-IHE partnership and prepare the partnership and its members to implement and operate an effective teacher residency program within the applicant LEA or consortium. Offering a teacher residency program requires careful collaborative planning and supportive infrastructure within and between the LEA and the IHE to assure that the LEA sites that will host teacher residents are fully ready to implement this type of teacher preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor teacher residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium. Funding from this grant may be used to support these types of activities.

Local Education Agencies (LEAs) awarded state Teacher Residency grant funds may build capacity to support (a) residents earning a credential in designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (b) local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community's diversity.

The Teacher Residency Capacity grant must be used to support the applicant LEA or consortium and its partner IHE in developing a program that addresses all preparation requirements for the target teaching credential(s) as well as preparation for teaching within the specific district/school context where the resident is placed. As required by the Commission's adopted Teacher

Preparation Program [Standards](#), the program should prepare the resident to teach the State Board-adopted academic content standards, using the content pedagogy addressed within the California frameworks. In addition, the teacher residency program should take into consideration the state's efforts regarding serving all students in the Least Restrictive Environment, applying Multi-Tiered Systems of Support, the Global California 2030 initiative, and the recent California Department of Education Statewide Literacy Initiative, as appropriate for the residency program that will be developed.

## **Allowable Activities and Use of Funds**

The 2021-22 Budget Act legislation ([Appendix A](#)) authorizes the Commission to allocate up to \$25 million for capacity grants that shall not exceed \$250,000 per grant recipient. Per statute, the grant funds must be matched by the grantee LEA or consortium on an eighty cent (\$.80) to one dollar (\$1) basis. Matching funds may be actual dollars or in-kind services. Funding is available through June 30, 2026.

Sample activities that can be funded through the Teacher Residency Capacity Grants include but are not limited to: (a) planning and development of a new, collaborative LEA-IHE teacher residency program; (b) planning to expand an existing LEA-IHE collaborative teacher residency; (c) developing the LEA's/consortium's and IHE's capacity to effectively offer a teacher residency program within its local school(s); (d) developing the IHE's capacity to support a cohort model for residents in the program; and (e) developing the collaborative LEA-IHE partnership's capacity to apply for future grant funding to operate the intended teacher residency program.

Applicants should indicate their expected starting year for implementation of the teacher residency program resulting from the capacity building process in their responses to the selection criteria, as explained below.

## **Additional Information for Applicants**

In making these grants available, it is the Commission's intention that grantees use these funds efficiently and effectively so that they will be prepared to implement the expanded or new teacher residency program in the applicant LEA or consortium. In addition, the partnership should consider in their planning how they will address and incorporate the key characteristics and components of effective residencies ([Appendix I](#)). Applicants may also use these funds to support their readiness to develop a funding proposal for a teacher residency program in the applicant LEA or consortium under an upcoming Teacher Residency Grant competition.

The Teacher Residency Capacity grants are intended to prepare the LEA applicant and their IHE partner to apply for the full residency grant program. The Teacher Residency Capacity grant funding period, and the approved grant activities, may extend through June 30, 2026. Grantees who also apply for other Teacher Residency grant funding may continue to operate their Teacher Residency Capacity Grant and spend funds from both grants concurrently until the June 30, 2026, cutoff date in order to complete the planned activities described in the response to the selection criteria.

Authorizing legislation allocated \$350 million over a five-year project period for all Teacher Residency Grant Programs. As such, Commission staff anticipates that funds will remain after the 2022-23 fiscal year RFA process and that the Commission will offer future residency grant

competitions. The funding competitions for the 2023-24 fiscal year will be announced on the Commission's [Teacher Residency Grant Program webpage](#) and in the weekly [Professional Services Division \(PSD\) e-News](#).

*Note: Applicants responding to this Teacher Residency Capacity RFA should plan to apply for additional residency funds in future competitions in the 2023-24 fiscal year and beyond.*

In addition to being prepared to address their readiness to implement a residency program that exhibits the key characteristics listed in [Appendix I](#), LEA/IHE partnerships interested in responding to a Teacher Residency and/or Expansion RFA should be prepared to provide:

- a. A plan to provide new teacher induction support at no cost to residents once they are hired as a teacher of record. [\(Per authorizing legislation, see \(g\)\(3\) on Appendix A.\)](#)
- b. A plan for program sustainability. Additional information on best practices for teacher residency sustainability can be found in this [report](#) published by Bank Street and the Learning Policy Institute.
- c. A plan for developing innovative strategies that provide financial supports to residents.

### **Additional Information for Applicants – Charter Schools and Charter Management Organizations (CMOs)**

Applicants from charter schools should note the following regarding eligibility to apply for and to potentially receive a Teacher Residency grant:

- The application must be submitted by a charter school with a CDS Code. It cannot be submitted by a CMO. The applicant charter school may apply as a single school or as the lead applicant for a consortium of Charter Schools.
- A CMO may partner with the applicant charter school, but the named charter school must be in the lead role as described in the proposal. The charter school identified must be the manager of the Teacher Residency grant program and can be assisted by any of its partners.
- The signature on the cover page must be from an administrator/leader from the applicant charter school with the CDS code. The CEO of a CMO is not an acceptable signer on behalf of the applicant and submission of a signature from a CEO rather than from the applicant charter schools will result in the proposal being deemed ineligible.
- The fiscal agent must be from the charter schools that is submitting the application. The funds for this grant opportunity are Proposition 98 funds and can ONLY be distributed to an entity with a CDS code. If the CMO, or other business organization, is listed as the fiscal agent on the cover page, the proposal will be deemed ineligible.

## Key Dates in the Application Process

Date	Activity
March 17, 2023	Request for Applications (RFA) issued
April 21, 2023	Written questions about the RFA due to the Commission
April 21, 2023	Intent to Apply due (optional)
April 28, 2023	Responses to written questions posted and distributed
<b>June 16, 2023</b>	<b>RFAs must be received by the Commission by 5:00 p.m. PT</b>
June 19 – July 14, 2023	Review of applications
July 17, 2023	Announcement of Grant Awards

## Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit an Intent to Apply ([Appendix B](#)) via email to [TeacherResGrants@ctc.ca.gov](mailto:TeacherResGrants@ctc.ca.gov) by **April 21, 2023**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit an application, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting an application in response to this RFA.

## How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA may submit questions via email with “Teacher Residency Capacity Grant Questions” in the subject line **April 21, 2023**. to: [TeacherResGrants@ctc.ca.gov](mailto:TeacherResGrants@ctc.ca.gov). Questions submitted after **April 21, 2023**, may not be answered.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website on the [Teacher Residency Grants](#) reference page.

## Section II: How to Respond to this RFA

### Definitions of Terms as Used in this Request for Applications (in alphabetical order)

Term	Definition as Used in this RFA
Cohort	A group of teacher residents who share common experiences in coursework and/or other support services while participating in a teacher residency program
Encumbrance	A planned expenditure of grant funds
Experienced Mentor Teacher	<p>An “experienced mentor teacher” for purposes of the Teacher Residency Capacity Grant Program is an educator who meets all of the following requirements:</p> <p>(A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring.</p> <p>(B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.</p> <p>(C) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors.</p> <p>(D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.</p>
Matching Funds	Actual dollars or the in-kind value of services or other expenditures from the grantee’s own resources
Program Administration Costs	The costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee LEA or consortium.
Service Obligation	A requirement for Teacher Residency Grant participants to teach for the grantee LEA or consortium for a specified amount of time consistent with the applicable provisions of the Teacher Residency Grant legislation.
Teacher Residency Capacity Grant Program	A state grant program authorized under the provisions of EC §44415 and §44415.5 that provides funding for the development of teacher residency programs.
Teacher Residency Program	A “teacher residency program” is a program that partners an eligible LEA or consortium with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

## Components to be Addressed in the Applicant's Response

LEAs/consortiums interested in applying for a Teacher Residency Capacity Grant must provide a narrative response to this Request for Applications (RFA) as described in the selection criteria below. In order to be considered, responses must include all of the components indicated. The response by each applicant will be evaluated based on the selection criteria detailed below. Responses to this RFA must be received by the Commission on Teacher Credentialing according to the submission information provided in Section III no later than **5:00 p.m. PT on June 16, 2023**.

The following information provides guidance to applicants for organizing a complete response to the Selection Criteria of this RFA.

Responses must include an **Application Cover Page** ([Appendix C](#)) and **Program Summary (pages 1 and 2)** ([Appendix D](#)) that identifies contact persons and authorized signers at the applicant entity, along with contact information by telephone and email.

**Important note:** *The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individual who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded.*

Following the cover page, applicants must provide a **Table of Contents** indicating where in the application each of the required responses can be found.

## Selection Criteria for Applicant Responses

**Directions:** Provide a narrative response to each of the following selection criteria. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant's proposed Teacher Residency Capacity Grant Program addresses the specified criteria.

**Note:** *In responding to this section of the criteria, applicants should carefully review the Key Characteristics of an Effective Residency Program ([Appendix I](#)) as well as other resources relating to designing and implementing teacher residency programs to help inform the capacity building plans described within the response to the Selection Criteria. Applicants may also refer to the additional references regarding effective teacher residency approaches available on the [Teacher Residency Grants](#) reference page on the Commission's website.*

### 1. Provide an Overview of the Teacher Residency Partnership to be Developed between the Applicant LEA(s) and the Collaborating IHE(s) (10 points)

Provide an overview of the collaborative partnership to be developed under the Teacher Residency Capacity Grant program. A complete response will address all of the following:

- a) The LEA or consortium's rationale for applying for a Teacher Residency Capacity Grant, and
- b) The LEA or consortium's intended IHE partner(s) that has a Commission-approved educator preparation program in the targeted credential area and the reasons for selecting the identified IHE(s). This reasoning may include factors such as geographic location, building upon existing partnerships, a description of



how the LEA and IHE will reciprocatively support each other with existing needs, etc.

## **2. Describe the Local Need for Special Education, STEM, Computer Science, TK, Kindergarten, and/or Bilingual Education Teachers OR to Diversify the Teacher Workforce of the LEA(s) to Match the LEA(s) Community's Diversity (10 points)**

Describe and provide data to support the local need for planning and implementing a teacher residency program that (a) supports residents in one of the designated shortage fields including special education, bilingual education, computer science, STEM, TK, or kindergarten and/or (b) meets local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects the LEA community's diversity. Descriptions may include but are not limited to (1) a description of prior efforts to meet local needs; (2) current needs; and (3) the specific needs to be addressed in the proposed Teacher Residency Capacity Grant Program, including:

- a) The number of special education, STEM, bilingual education, computer science, TK and/or kindergarten teachers currently serving on less than a preliminary teaching credential.
- b) Demographic gaps between student and teachers within the LEA.

Complete both pages of [Appendix D](#), which requires applicants to provide:

- a) The target number of residents to be served annually.
- b) The schools in which residents would potentially be placed.
- c) The rationale for the selection of the identified target schools.

## **3. Describe the Components of the Capacity Building Process to be Implemented Through the Teacher Residency Capacity Grant Program (20 points)**

Describe each of the following:

- a) How the partnership will design, develop the capacity for, and be ready to implement an expanded or new Teacher Residency Program in the applicant LEA or consortium. Applicants may provide a table indicating the range of planning/capacity building activities and the participants from the LEA and the IHE as applicable to each planned capacity building activity in response to this criterion. This design should include activities that will result in a deep partnership and a sustainable model such as: a shared vision, a recruitment strategy that will increase the LEA's resident teacher retention rates, an MOU between the LEA and IHE, a plan for program evaluation, a vision of an effective program completer, a financial model, recruitment/selection plans, etc. Additional information on best practices for teacher residency sustainability can be found in this [report](#) published by Bank Street and the Learning Policy Institute.
- b) The plan for creating new or building upon existing structures to recruit, select, and train mentors while maintaining consistency with the Commission's program standards. This plan may include expanding the current process for selecting mentors to support student teachers, borrowing elements from a new teacher induction program, utilizing existing specialist/coach support models, including teachers certified by the National Board for

Professional Teaching Standards, etc.

- c) How the teacher residency program would assure that residents have opportunities to work with students in an experienced [mentor teacher's](#) classroom.
- d) The plan for designing a cohort model approach within the Teacher Residency Program.
- e) The plan to determine how the existing Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education will be modified to work specifically with the partner LEA(s), or how the new Teacher Residency Program at the IHE will be tailored to work specifically with the partner LEA(s), as applicable. Plans may also include, but are not required to incorporate, strategies to eliminate duplicative coursework for competencies that are met during the residency placement, development of Integrated Undergraduate Teacher Preparation pathways, etc.

#### **4. Key Program Personnel and Shared Program Governance (15 points)**

Provide each of the following:

- a) Provide a chart or graphic that identifies the management staff from the LEA and/or the consortium and the IHE(s) who will be responsible for the shared overall management of the Teacher Residency Capacity Grant, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position devoted to grant activities.

On this chart, identify (with name, title, and FTE) which staff will be responsible for:

- i. the overall management of the Teacher Residency Capacity Grant,
  - ii. the fiscal management of the program,
  - iii. assuring that the Teacher Residency Capacity Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s), and
  - iv. signing the Grant Award Agreement.
- b) Identify other key staff who may not have direct program administration responsibilities but who will have important roles in implementing the Teacher Residency Capacity Grant Program. For example, these other key staff could include individuals serving within the planned program such as mentor teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are or will be critical to the successful implementation of the planned Teacher Residency program.
- c) Describe broad constituent involvement during capacity building. This is encouraged and is a best practice as LEA and IHE partnerships consider the sustainability of a teacher residency program after the grant is completed. Representatives from constituent groups such as IHE program faculty, LEA Human Resources staff, LEA leadership, LEA site administrators, and LEA union leadership, among others, should participate in designing an innovative and comprehensive staffing plan that includes program completion for residents, hiring of residents, and a plan to retain them. (Per authorizing legislation, [see \(i\)\(j\) of Appendix A.](#)

- d) Complete both pages of [Appendix E](#), which requires applicants to provide an assurance that, if funded, they will adhere to all programmatic activities and budgets included in this application.

## 5. Timelines and Assurances (10 points)

**Important Note:** Applicants should keep in mind the intent of the authorizing legislation to provide support for capacity building in preparation for implementing a teacher residency pathway within the applicant LEA or consortium as well as for applying for a Teacher Residency Grant in an upcoming Teacher Residency Grant competition.

- a) Applicants must provide a statement of assurance that, if funded, they will respond to the Commission's requirements to collect and submit data as required. Data requests include but are not limited to credential areas explored, successes, challenges, lessons learned, and the potential to apply for residency grants.
- b) Applicants should indicate the expected timelines for:
  - i. Completion of the planning and capacity building process;
  - ii. Readiness to apply for a Teacher Residency grant in upcoming competitions;
  - iii. Recruitment of the initial cohort of Residents for the Teacher Residency Program;
  - iv. Enrollment of the initial cohort of Residents in the IHE Teacher Residency preparation pathway; and
  - v. The starting school year for the first cohort of Residents (e.g., 2023-24, 2024-25).

**Note:** Applicants may submit a table of expected timelines in response to this criterion.

## 6. Statutory Priority Points (up to 10 points total)

Applicants must fill out and submit the Statutory Priority Points form ([Appendix F](#)). These statutory points are dictated by the authorizing legislation.

## 7. Budgets and Budget Narratives for the Capacity Grant, including Matching Funds (25 points)

- a) Provide a Budget Summary ([Appendix G](#)) for the proposed Teacher Residency Capacity Grant.
- b) Applicants must also provide a budget narrative explaining how each of these costs was determined/calculated for both the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Teacher Residency Capacity Grant when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

## Summary Review of the Selection Criteria

<b>Application Component</b>	<b>Maximum Points</b>
1. Overview of the Teacher Residency Partnership to be Developed Between the Applicant LEA(s) and the Collaborating IHE(s)	10
2. Local Need	10
3. Components of the Planned Capacity Development Process	20
4. Key Program Personnel and Shared Program Governance	15
5. Timelines and Assurances	10
6. Statutory Priority Points	10
7. Budgets and Budget Narratives for the Capacity Grant	25
<b>Total Points Possible</b>	<b>100</b>

## Section III: Application Submission and Process for Application Review

### How to Submit the Application

Applicants who wish to compete for funding for a Teacher Residency Capacity Grant must submit an electronic copy of the entire grant application. **Please combine all required elements of the application into one PDF document**, in this order:

- Appendix C, Cover Page and Contact Information
- Component 1. Overview of the Teacher Residency Partnership to be Developed Narrative
- Component 2. Local Need for Identified Shortage Areas OR to Diversify the Workforce Narrative
- Appendix D, Program Summary (2 pages)
- Component 3. Description of the Components of the Capacity Building Process to be Implemented Narrative
- Component 4. Key Program Personnel and Shared Program Governance Chart/Graphic and Narrative
- Appendix E, Partnership Agreements
- Component 5. Timelines and Assurances Narrative and/or Table
- Appendix F, Statutory Priority Points
- Component 6. Budgets and Budget Narratives, Including Matching Funds
- Appendix G, Budget Summary

All emailed applications must be received at the Commission by **5:00 p.m. PT on June 16, 2023**.

Applications not received as noted will not be accepted, reviewed, or evaluated. The Commission no longer requires paper copies of applications to be submitted.

**Email** the electronic copy to [TeacherResGrants@ctc.ca.gov](mailto:TeacherResGrants@ctc.ca.gov). Commission staff will send an email confirming receipt of each submitted application. If an applicant does not receive a confirmation email, the Commission has not received the application.

### Format and Length of the Application

Applications must be submitted as one combined PDF with all pages formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a standard font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of an application narrative is not more than 30 double-spaced or 15 single-spaced pages, not including required appendices, forms, and budget information. Conciseness and brevity are appreciated to the extent possible.

### Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members and rated

according to the scoring criteria provided in the RFA.

A recommendation for awarding the grants will be made to the Commission's Executive Director. Selected grantees will receive a grant award letter from the Commission and grant acceptance conditions to be signed and returned to the Commission. Further information about the grant process will be provided to grantees following the awarding of the grants.

### **Funding Considerations**

Grantees will be expected to make appropriate progress in implementing the program planning process according to the operational plan provided in the funded application. Additionally, grantees will be expected to provide data when annual reports are requested by the Commission. Failure to comply with funding terms or reporting requirements for all grants funded for an institution could put future funding opportunities at risk.

Funds to grantees will be distributed in two payments. Upon approval of the application, the first payment will be 90 percent (90%) of the total budget amount, and the second payment will be 10 percent (10%) of the total budget amount. The second payment will be provided to grantees after the program has completed its activities.

## **Appendix A**

### **Authorizing Legislation**

#### **Section 45:**

Section 44415.5 is added to the Education Code, to read:

#### **44415.5.**

(a) For purposes of this section, the following definitions apply for the Teacher Residency Grant Program:

- (1) “Experienced mentor teacher” means an educator who meets all of the following requirements:
  - (A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring.
  - (B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.
  - (C) Receives specific training for the mentor teacher role, and engages in ongoing professional learning and networking with other mentors.
  - (D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.
- (2) “Teacher residency program” is a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

(b) For the 2021–22 fiscal year, the sum of three hundred fifty million dollars (\$350,000,000) is hereby appropriated from the General Fund to the commission for the Teacher Residency Grant Program to support teacher residency programs that recruit and support the preparation of teachers pursuant to this section. This funding shall be available for encumbrance until June 30, 2026.

(c) (1) The commission shall make one-time grants to grant applicants to establish new teacher residency programs, or expand, strengthen, or improve access to existing teacher residency programs that support either of the following:

- (A) Designated shortage fields, including special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and any other fields identified by the commission based on an annual analysis of hiring and vacancy data.
- (B) Local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community’s diversity.

(2) Grant recipients shall work with one or more commission-accredited teacher preparation programs and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for resident teachers who will be supported through program funds and subsequently employed by the sponsoring grant recipient.

(3) A grant applicant may consist of one or more, or any combination, of the following:

- (A) A school district.
- (B) A county office of education.
- (C) A charter school.
- (D) A regional occupational center or program operated by a joint powers authority or a county office of education.

(d) Grants allocated pursuant to subdivision (c) shall be up to twenty-five thousand dollars (\$25,000) per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the grant amount received per participant, as described in subdivision (f). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

- (1) Teacher preparation costs.
- (2) Stipends for mentor teachers, including, but not limited to, housing stipends.
- (3) Residency program staff costs.
- (4) Mentoring and beginning teacher induction costs following initial preparation.

(e) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(f) A grant recipient shall provide a match of grant funding in the form of one or both of the following:

- (1) Eighty cents (\$0.80) for every one dollar (\$1) of grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (d).
- (2) An in-kind match of program director personnel costs, mentor teacher personnel costs, or other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

(g) Grant recipients shall do all of the following:

- (1) Ensure that candidates are prepared to earn a preliminary teaching credential that will authorize the candidate to teach either in a designated shortage field or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) upon completion of the program.
- (2) Ensure that candidates are provided instruction in all of the following:
  - (a) Teaching the content area or areas in which the teacher will become certified to teach.
  - (b) Planning, curriculum development, and assessment.
  - (c) Learning and child development.
  - (d) Management of the classroom environment.
  - (e) Use of culturally responsive practices, supports for language development, and supports for serving pupils with disabilities.
  - (f) Professional responsibilities, including interaction with families and colleagues.
- (3) Provide each candidate mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching at no cost to the candidate.
- (4) Prepare candidates to teach in a school within the jurisdiction of the grant recipient in which they will work and learn the instructional initiatives and curriculum of the grant recipient.
- (5) Group teacher candidates in cohorts to facilitate professional collaboration among residents, and ensure candidates are enrolled in a teaching school or professional development program that is organized to support a high-quality teacher learning experience in a supportive work environment.

(h) To receive a grant, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(i) When selecting grant recipients, the commission shall do both of the following:

- (1) Require applicants to demonstrate a need for teachers in one or more designated shortage fields or for the purposes described in subparagraph (B) of paragraph (1) of subdivision (c), and to propose to establish a new, or expand, strengthen, or improve access to an existing, teacher residency program that recruits, prepares, and supports teachers to teach in either one or more such fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) in a school within the jurisdiction of the sponsoring grant applicant.
- (2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit



(3) one or both of the following characteristics:

- (A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.
- (B) A school that is located in either a rural location or a densely populated region.

(j) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. A candidate who fails to earn a preliminary credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year teaching commitment.

(k) If a candidate is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:

- (1) The candidate has completed at least one-half of the school year.
- (2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
- (3) The candidate was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.
- (4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
- (5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(l) For purposes of administering the grant program pursuant to subdivision (c), the commission shall do all of the following:

- (1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.
- (2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.
- (3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (j).

(m) If the commission determines or is informed that a sponsored candidate failed to earn a preliminary credential or meet their commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the candidate and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at the sponsoring grant recipient.

(n) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (m), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or program operated by a joint powers authority that does not receive a principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate taught and the Controller shall deduct the amount owed from the applicable local educational agency's next principal

apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(o) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (n) shall be deposited into the Proposition 98 Reversion Account.

(p) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential or complete the period of placement the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient.

(q) Grant recipients shall not charge a teacher resident a fee to participate in the Teacher Residency Grant Program.

(r) (1) Notwithstanding subdivision (c), the commission may allocate up to twenty-five million dollars (\$25,000,000) of the amount appropriated pursuant to subdivision (b) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to expand, strengthen, improve access to, or create teacher residency programs that lead to more credentialed teachers to teach either in shortage fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c).

(2) (A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Individual capacity grants shall not exceed two hundred fifty thousand dollars (\$250,000) per grant recipient.

(s) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (b) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2020–21 fiscal year.

#### **SEC. 46.**

Section 44417.5 is added to the Education Code, to read:

#### **44417.5.**

The commission shall conduct an evaluation of the Teacher Residency Grant Program described in Section 44415.5 to determine the effectiveness of this program in recruiting, developing support systems for, and retaining teachers prepared to teach either in commission-designated shortage areas or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) of Section 44415.5, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2027.

## Fillable RFA Appendices

### **Appendix B Intent to Apply for a Teacher Residency Capacity Grant (Optional)**

**Note:** The form below is provided for reference. The electronic version of [Appendix B](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

As indicated by the signature of the Superintendent or authorized administrator, it is the intent of the institution identified below to apply for a Teacher Residency Capacity Grant to address the shortage of special education, STEM, computer science, TK, kindergarten, and/or bilingual education teachers and to diversify the teacher workforce to reflect the LEA's community. The institution understands that this optional Intent to Apply must be received by the Commission by **April 21, 2023**, and that submission of this form does not require or otherwise obligate the institution to submit an application to the Commission. Applicants may submit proposals to the Commission without submitting an intent form; however, those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to [TeacherResGrants@ctc.ca.gov](mailto:TeacherResGrants@ctc.ca.gov).

LEA:	
CD/CDS Code:	
Signature:	
Print Name:	
Title:	
Date:	
Consortium application:	<input type="checkbox"/> Yes* <input type="checkbox"/> No

\*If Yes, indicate below all LEA consortium members and CD/CDS codes

**Appendix C**  
**Application Cover Page**  
**Teacher Residency Capacity Grant**

**Note:** The form below is provided for reference. The electronic version of [Appendix C](#) is available on the Commission's Grant Funded Programs website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

This form should be the cover page to the application submitted to the Commission.
--

**LEA Applicant Information**

Name of LEA Applicant:		
Mailing Address:		
City:	State:	Zip:
CD/CDS Code:		

**LEA Contact Information – Person authorized to sign grant award agreement**

Name of LEA Signatory:
Title:
Telephone number:
Email address:

**LEA Contact Information – Person responsible for day-to-day grant management**

Name of LEA Contact Person:
Title:
Telephone number:
Email address:

**LEA Fiscal Agent Information – Person responsible for grant budget oversight**

Name of Fiscal Agent:		
Title:		
Agency:		
Mailing Address:		
City:	State:	Zip:
Telephone Number:		
Email address:		

Is this a consortium application? Yes ☐ No ☐

**Appendix D**  
**Program Summary**  
**Teacher Residency Capacity Grant**  
**Page 1 of 2**

**Note:** The form below is provided for reference. The electronic version of [Appendix D](#) is available on the Commission’s Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

**Directions:** Fill in this form as applicable to the Teacher Residency Capacity Grant to plan for a Teacher Residency program. Note: You may select any number of the residency programs listed below; this form may be expanded if additional pages are needed.

**1. Estimate the target number of residents by credential or program type for the Teacher Residency Program to be planned under the Capacity Grant:**

<b>Residency Area</b>	<b>Target Number of Residents Annually</b>
Special Education	
Special Education with Bilingual Authorization	
Single Subject in a STEM Area	
Single Subject in a STEM Area that Authorizes Teaching of Computer Science	
Single Subject in a STEM Area with Bilingual Authorization	
Single Subject Non-STEM with Bilingual Authorization	
Multiple Subject (to teach in TK or Kindergarten)	
Multiple Subject with Bilingual Authorization	
Dual Credential Please specify the two credentials here: <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div>	
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Special Education	
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Multiple Subjects with or without added authorizations	
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Single Subjects with or without added authorizations	

**Teacher Residency Capacity Program Summary**  
**Appendix D - Page 2 of 2**

2. LEA(s) and school sites where the residents would be placed during implementation of the Teacher Residency Program developed under the Capacity Grant. Please add rows if needed.

LEA(s)	School(s) for Resident Placement	Number of Residents Annually	Residency Area

3. Partner IHE(s) for the Teacher Residency Capacity Grant

*\*Please add rows as necessary\**

Partner IHE	Residency Area

## Appendix E

### Partnership Agreements

### Teacher Residency Capacity Grant

**Note:** The form below is provided for reference. The electronic version of [Appendix E](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application. A separate Appendix E must be provided for all partners in the grant. Signed MOUs are not an acceptable substitution for a signed Appendix E.

#### **Administrative Approval from the Superintendent of the Applicant Local Education Agency (LEA)**

***\*Please add rows as necessary if the application represents a consortium.\****

By signing below, I affirm that:	
1. I have thoroughly read all portions of this application.	
2. All statements and data contained in this application are accurate.	
3. If awarded a Teacher Residency Capacity Grant, the LEA agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to <b>criterion 1-7 in Section II</b> of this application.	
Name:	
Title:	
Email Address:	
Signature:	
<i>Electronic signatures are acceptable:</i>	
Date:	

#### **Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s)**

***\*Please add rows as necessary if the application represents multiple IHE partners.\****

By signing below, I affirm that:	
1. I have thoroughly read all portions of this application.	
2. All statements and data contained in this application are accurate.	
3. If awarded a Teacher Residency Capacity Grant, the IHE agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to <b>criterion 1-7 in Section II</b> of this application.	
Name:	
Title:	
Signature:	
<i>Electronic signatures are acceptable:</i>	
Date:	

## **Appendix F**

### **Statutory Priority Points**

### **Teacher Residency Capacity Grant**

**Note:** The form below is provided for reference. The electronic version of [Appendix F](#) is available on the Commission’s Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the characteristics listed below.

**Directions:** Indicate if the applicant LEA or consortium qualifies for any of the following statutory priority points:

**1. Applicant LEA or consortium has a commitment to increasing diversity in the teaching workforce.**

- ☐ Yes
- ☐ No

If “Yes,” provide a link to published statements or policies reflecting the commitment to diversity and/or for addressing demographic gaps between students and teachers.

**2. Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.**

- ☐ Yes
- ☐ No

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

**3. Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region.**

- ☐ Yes
- ☐ No

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

**4. Applicant LEA or consortium has a higher percentage than other applicants of unduplicated pupils as defined in Section 42238.02.**

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium. If multiple schools/districts are involved, then provide the average unduplicated count.



## Appendix G

### Budget Summary

### Teacher Residency Capacity Grant

**Note:** The form below is provided for reference. The electronic version of [Appendix G](#) is available on the Commission's Grant Funded Program website. All narrative responses and PDF appendices must be submitted as one application.

**Directions:** For each Teacher Residency Capacity Grant component/activity listed in the narrative descriptions of this application, please indicate the amount needed to fund the component/activity and whether the component/activity will be funded through grant funds and/or local matching funds, as applicable to each. If additional categories are necessary, list these in spaces provided below. All planned expenditures must be detailed in the Budget Narrative.

**Reminders and Definitions:**

1. The budget submitted on this form is the budget for the life of the grant period up to \$250,000.
2. Authorizing legislation requires an 80% LEA match to grant funds (\$0.80 district funds per every one grant dollar).
3. Once an application has been approved and a grant award has been disbursed, an LEA may not alter the list of approved grant funded categories.
4. **Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.
5. **In-Kind Matching Funds** are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.

Program Component	Grant Funds Amount	Actual Matching Funds Amount	In-Kind Matching Funds Amount
LEA Personnel (Salaries)			
LEA Personnel (Stipends)			
LEA Personnel (Release time)			
IHE Personnel (Salaries)			
IHE Personnel (Stipends)			
IHE Personnel (Release time)			
Mentor Teacher Professional Development/Training			
Mentor Teacher Stipends			
Mentor Teacher Release Time			
Travel for LEA Personnel			
Travel for IHE Personnel			
Consultants/Technical Support Provider			
Program Administration			
Other (describe below)			
<b>GRAND TOTALS</b>			

## **Appendix H**

### **Budget Definitions**

### **Teacher Residency Capacity Grant**

**Directions:** For each of the line-item budget categories on the Budget Form, provide a Budget Narrative that details how the total was calculated. Below are clarifications of what type of information should be included for each line item.

**LEA Personnel (Salaries):** Use this line item for any salary costs for LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

**LEA Personnel (Stipends):** Use this line item for any stipends paid to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

**LEA Personnel (Release Time):** Use this line item for the costs of providing release time to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

**IHE Personnel (Salaries):** Use this line item for any salary costs for IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

**IHE Personnel (Stipends):** Use this line item for any stipends paid to IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

**IHE Personnel (Release Time):** Use this line item for the costs of providing release time to IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

**Mentor Teacher Professional Development/Training:** Use this line item for costs relating to training and/or providing professional development to prepare teachers to serve as Master/Mentor teachers to the Residents who will be co-teaching in their classrooms.

**Mentor Teacher Stipends:** Use this line item for costs relating to providing stipends to Master/Mentor teachers to help prepare them to serve as Master Teachers/Mentors to the Residents who will be co-teaching in their classrooms.

**Mentor Teacher Release Time:** Use this line item for costs relating to providing release time to Master/Mentor teachers to help prepare them to serve as Master Teachers/Mentors to the Residents who will be co-teaching in their classrooms.

**Travel for LEA Personnel:** Use this line item for travel costs for LEA personnel relating to participating in the activities of the Teacher Residency Capacity Grant Program.

**Travel for IHE Personnel:** Use this line item for travel costs for IHE personnel relating to participating in the activities of the Teacher Residency Capacity Grant Program.

**Consultants/Technical Support Provider:** Use this line item for the costs of working with expert consultants to help plan and design the expanded or new teacher residency program, assist with providing training or other professional development to staff, and assist with other capacity-building related activities to help develop the capacity of the LEA-IHE partnership to implement the planned teacher residency program.

**Program Administration:** Use this line item for costs relating to management and administration of the Teacher Residency Capacity Grant. The 5% restriction on program administration does not apply to the Teacher Residency Capacity Grants.

**Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.

**In-Kind Matching Funds** are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.

**Other:** Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.

## Appendix I

### Key Characteristics of an Effective Residency Program



CALIFORNIA TEACHER  
RESIDENCY LAB

The [California Teacher Residency Lab](#) (Lab), hosted by the [CDE Foundation](#), is a learning community where clinically rich teacher residency program grantees learn from one another and experts, strengthen their intra-program partnerships, and engage in formal and informal networking to support continuous improvement.

The foundation of The Lab's work is rooted in the support teacher residency programs receive in research-based characteristics necessary to create and maintain high-quality and sustainable teacher residency programs.

The Lab is open to all CTC teacher residency grantees, including residency, expansion, and capacity grants. Contact [residencylab@cdefoundation.org](mailto:residencylab@cdefoundation.org) to learn more.

#### Characteristics of an Effective California Teacher Residency Program

1. Equity and justice are defined and advanced at all levels of residency work.
2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations (e.g., collective bargaining entities and community organizations) are included.
3. The residency system is financially sustainable.
4. Formative and outcome data are collected, analyzed, and used for continuous improvement.
5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the district's and community's unique diversity.
6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.
8. All residents are mentored by accomplished mentor teachers who reflect their district's and community's unique diversity.
9. Clusters of mentors and residents support and learn from one another at residency partners "teaching schools."
10. Residency graduates are supported to continue their professional learning and develop as leaders.

\*These characteristics are informed by research conducted by the [Learning Policy Institute](#) and the [National Center for Teacher Residencies](#).

**Appendix J**  
**Commission on Teacher Credentialing**  
**Program Sponsor Alert (PSA 21-03)**  
**Date: March 11, 2022**

**SUBJECT: AB 320 IMPACT ON PRELIMINARY MULTIPLE SUBJECT, SINGLE SUBJECT, AND EDUCATION SPECIALIST EDUCATOR PREPARATION PROGRAMS**

**Summary:**

This Program Sponsor Alert (PSA) clarifies several changes to the California Education Code as a result of [Assembly Bill 320](#) (Chap. 663, Stats. 2021) and its impact on the preliminary multiple subject, single subject, and education specialist credential programs.

**Key Provisions:**

On October 8, 2021, the Governor signed [AB 320](#). Effective January 1, 2022, AB 320 made changes to numerous provisions of the Education Code with respect to teacher preparation. Among its many provisions, it clarified that an individual who earned a bachelor's degree at an institution of higher education that was in the process of gaining full regional accreditation is eligible to enter a teacher education program and earn their credential.

Further, the law now defines “regionally accredited” – as it applies to institutions of higher education with teacher preparation programs – in one of two ways. “Regionally accredited” can refer to an institution that has been accredited by the Accrediting Commission for Senior Colleges and Universities, the Western Association of Schools and Colleges, the Higher Learning Commission, the Middle States Commission on Higher Education, the Northwest Commission on Colleges and Universities, the New England Commission of Higher Education, or the Southern Association of Colleges and Schools Commission on Colleges. “Regionally accredited” can also refer to an institution of higher education that held pre-accreditation status at the time the degree of an applicant for a credential was conferred, if that institution achieved full accreditation status within five years of earning pre-accreditation status. It also defines “regionally accredited” to include community or junior colleges that confer baccalaureate degrees and are regionally accredited by one of the seven accrediting agencies mentioned above or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Education Code Section 44259 defines the requirements for the preliminary multiple subject, single subject, and the education specialist credential. AB 320 made changes to Education Code Section 44259.1 (d) (1) governing preliminary multiple subject, single subject, and education specialist programs, as follows:

*(d) A postbaccalaureate program of professional preparation may only be offered by a regionally accredited institution of higher education. These programs shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited institutions of higher education. The development and implementation of a postbaccalaureate program of professional*

*preparation shall be based on intensive collaboration among the regionally accredited institutions of higher education and local public elementary and secondary school districts.*

This language clarifies that only regionally accredited institutions of higher education may offer preliminary multiple, single, and education specialist programs. Separate sections of California Education Code (44325-44329) govern intern programs offered by local education agencies.

#### Impact on Student Teaching-Based Preliminary Multiple, Single, and Education Specialist Programs

The recent changes in the law clarify that student teaching-based programs in California must be offered by a regionally accredited institution of higher education (IHE) and that the intern option is allowed for local education agencies (LEA). Pursuant to 44259 (d) (1), and in keeping with the Commission adopted standards for the preliminary multiple subject, single subject, and education specialist preparation programs, as well as with the Common Standards, all teacher education programs require a close partnership with local public elementary and secondary school districts in the implementation of their program. LEAs interested in offering student teaching-based programs, including residency programs, as the *program sponsor* may seek to establish a regionally accredited institution of higher education and apply for initial institutional approval by the Commission as such. A few examples of LEAs that have successfully undertaken this process exist in California.

Student teaching-based programs include teacher residency programs. It is important to note that residency programs and intern programs are not the same. They differ in significant ways, mainly that intern candidates are employees of the district and teachers of record whereas residents (candidate enrolled in teacher residency pathways) are student teachers in a year-long student teaching placement. By design, teacher residency programs require that the institution of higher education and the local education agencies with which it partners share responsibilities for the critical operation and success of the program.

Over the past few years, and in the 2021-22 budget year, the state has invested significant state resources in the development and implementation of student teaching-based residency programs. This high-quality pathway offers strong preparation to help address the state's significant teacher shortage. These resources are allocated to local education agencies to support the IHE/LEA partnership. It is important to note that while the state investment is at the LEA level as the grant recipient, the law requires that the program sponsor for such programs be a regionally accredited institution of higher education. Regardless of the source of funding, the law requires that only institutions of higher education approved by the Commission may be authorized to serve as the program sponsor for multiple subject, single subject, or education specialist teacher residency programs. As such, for teacher residency programs, as well as other student teaching-based pathways, it is the institution of higher education that enrolls the candidate in the program and ultimately recommends them for the credential, and not the local education agency partner.

Any student teaching-based program, including a teacher residency pathway, submitted for initial program review after January 1, 2022 (the effective date of AB 320) by a local education agency will not be accepted. LEAs must partner with Commission approved institutions of higher education that are authorized by the Commission to offer a residency-based program of teacher education. Programs that were submitted by LEAs for a teacher residency pathway prior to January 1, 2022 and that partner with a regionally accredited institution of higher education will be reviewed and if they are deemed to meet the standards and program

requirements, will be moved forward to Committee on Accreditation (COA) for consideration and approval. Any LEA student teaching-based programs approved before January 1, 2022, may continue to operate after January 1, 2022, as long as a partnership with an IHE exists.

**Important Dates:**

January 1, 2022

**Background:**

AB 130 (Medina) was signed by the Governor on October 9, 2021, effective January 1, 2022.

**Sources:**

[AB 130 \(Chap. 663, Stats. 2021\)](#)

**Contact Information:**

Contact Information for the Professional Services Division is available at the [Professional Services Contact webpage](#).

## **Appendix K**

### **Questions and Answers Regarding the Teacher Residency Capacity Grants Request for Applications (RFA), Round 1 December 2021**

**Note:** Commission staff have included in this appendix a selectin of the most frequently asked questions and the corresponding answers from the December 2021 Question and Answer Document. The [complete document](#) is posted on the Teacher Residency Grant Program webpage.

#### **Questions Clarifying the Request for Application (RFA) or About the Teacher Residency Model:**

1. **Question:** What do you mean on of the RFA when you say, “innovative strategies?”  
**Answer:** The Commission does not define this term. Local Education Agencies (LEAs) have unique local needs and strategies. Applicants may define innovative strategies as “something that has never been done before,” or as an adaptation of a best practice, or another way that supports the LEA’s local need.
2. **Question:** In Appendix F #4, how does the Commission determine if an applicant has a higher percentage of unduplicated pupils than other applicants?  
**Answer:** It is expected that applicant responses match what was reported to California Department of Education (CDE). The data will be compared to those of other applicants.

#### **Questions About Who Can Apply for a Teacher Residency Capacity Grant**

3. **Question:** Can programs apply for a new/expansion residency grant and a capacity grant?  
**Answer:** Yes. Please see the Additional Information for Applicants section of the RFA.
4. **Question:** Our county office currently has an alternative credentialing program for special education candidates, but we do not offer credentials for other high-need areas yet. Is it possible for us to offer the residency program for special education and our partner IHEs offer the residency program for other high-need areas?  
**Answer:** This is a local decision. The authorizing legislation allows for this possibility.
5. **Question:** How does an LEA apply for a grant if the LEA runs the commission-approved credentialed program?  
**Answer:** Authorizing legislation Section 44415.5 (a)(2) states that a “‘Teacher residency program’ is a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education...”

#### **Questions Regarding Consortiums**

6. **Question:** Are these applications more competitive when you apply as a consortium?  
**Answer:** Legislation allows for single LEAs or consortia to apply, and there are no statutory priority points awarded to consortium applications.
7. **Question:** What is the cap on funding for a consortium model?  
**Answer:** Funding cap is \$250,000 for Teacher Residency Capacity Grants is the same for all applications.



## Questions Regarding Funding

8. **Question:** Is it ok to use money specifically for a coordinator of the program?  
**Answer:** This is a local decision. The authorizing legislation allows grantees to use grant funds to pay for residency program staff costs.
9. **Question:** Can capacity grants be used for technical assistance (TA)?  
**Answer:** Yes. Authorizing legislation allows this and the option appears on Appendix G, Budget Summary Form and Budget Narrative, under Consultants/Technical Support Provider.
10. **Question:** How much of the funding can be used for program staff? Can the funds be used to hire a full-time teacher on special assignment to assist with this program?  
**Answer:** This is a local decision. Authorizing legislation and best practices indicate that investing a significant proportion of grant funds directly into resident development should be a priority for programs. Applicants may supplement the use of grant funds to pay for program staff salaries by allocating matching funds in this area.
11. **Question:** Are program administration costs indirect costs?  
**Answer:** Program administration costs can be indirect costs and those costs relating to management and administration of the grant.
12. **Question:** Can funds be allocated specifically for recruiting diverse candidates?  
**Answer:** Teacher Residency Capacity grants are planning grants, and as such, grant funds cannot be used to recruit or serve residents. Allocating funds for recruiting diverse candidates is an allowable spending category for a Teacher Residency Expansion or Teacher Residency implementation grant award.
13. **Question:** I understand the matching funds for this grant are .80 cents to the dollar, what are allowable/unallowable sources of match?  
**Answer:** Please see the RFA Appendix G for a list of allowable activities on which grant funding may allocated. LEA applicants may use the same categories listed for their matching funds or add their own categories as determined by local need. LEA applicants will determine the source(s) of their own matching funds. The Learning Policy Institute has published a [series of articles](#) regarding how districts might use Federal recovery funds effectively that may be helpful to LEA applicants.
14. **Question:** Are we guaranteed to get \$250,000 if we receive an award?  
**Answer:** Applications that are funded will receive the amount listed on Appendix G – Budget Summary and Budget Narrative worksheet.
15. **Question:** It appears that the 80% matching funds are to come from the LEA. Is this correct, or can the IHE partner contribute to matching funds?  
**Answer:** This is a local decision. Matching funds may come from the LEA as well as from partner IHEs, whether in actual dollars or in-kind value.
16. **Question:** On Appendix A the list of allowable funds includes: (d)(2) Stipends for mentor teachers, including but not limited to, housing stipends. Is this a typo? Are housing stipends for mentors or residents? Both?  
**Answer:** This is not a typo. Teacher Residency Capacity Grant funds can be expended on mentors but not on residents.
17. **Question:** Can IHEs act as consultants or technical support providers and be coded as such?  
Examples of IHE support: 1) plan and design the expanded or new teacher residency program, 2)

assist with providing training or other professional development to staff, and 3) assist with other capacity-building related activities to help develop the capacity of the LEA-IHE partnership to implement the planned teacher residency program.

**Answer:** Yes. An IHE group or representative could be listed as a consultant or technical support provider in addition to other outside technical assistance support providers.

18. **Question:** Can the residency capacity grants be used to hire staff to support residency planning and “grow your own” / recruitment supports for PreK/TK/K?

**Answer:** Yes.

19. **Question:** Does the LEA match have to line up with the grant spending categories? For example, if we propose to spend grant funds on LEA salaries, do the matching funds need to come from the LEA salaries category as well?

**Answer:** No. The allocation of matching funds is a local decision.

### Questions From Existing Residency Programs

20. **Question:** Does an existing program have to expand or add to their program in order to take advantage of the capacity grant opportunities? Will there be opportunities to maintain quality of existing program structures?

**Answer:** It is expected that LEA applicants responding to this Teacher Residency Capacity RFA will plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year or in future years. Examples of Teacher Residency Expansion could include adding additional credential areas, increasing teacher diversity to reflect the LEA’s community, adding additional teacher residents, etc.

21. **Question:** Given lessons learned, can capacity grant funds be utilized to strengthen existing partnerships with a focus on revising systems we found to not be effective (recruiting for example)?

**Answer:** Yes. These focused activities are appropriate to include in a capacity grant application. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

22. **Question:** If we have received a capacity grant previously, are we eligible for another one if it helps build new directions in the LEA-IHE partnership?

**Answer:** Yes. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

23. **Question:** Can our current residency district partners qualify for the capacity grant based on the criteria “planning to expand an existing LEA-IHE collaborative teacher residency” (p. 4) as they are also preparing to submit for the Expansion grant once that RFA is released? Or should we not apply for the capacity grant and only focus on the Expansion grant for our preexisting residency partnerships?

**Answer:** This is a local decision. The legislation allows for an LEA to apply for both types of residency grants.

24. **Question:** If LEAs have an existing partnership with an IHE and develop a new pathway, is this defined as a “new residency”?

**Answer:** Yes.

**Question:** If an LEA is already operating one TR programs, are they still eligible for a Capacity grant for a proposal to work with a new IHE?

**Answer:** Yes.

### Questions Regarding Planning for Implementation

25. **Question:** Can an intern be enrolled in a residency program?

**Answer:** Teacher residents are not the teacher of record. Per authorizing legislation Section 44415.5 (a)(2), residency programs are intended to support "...a prospective teacher teach[ing] at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework." Authorizing legislation does not address whether or not a resident is allowed to secure a part-time intern position beyond their residency hours.

26. **Question:** Are STEM residencies exclusively focused on single subject certifications or could it also be for multiple subject candidates who work in elementary STEM settings?

**Answer:** It depends on the type of credential being earned. The credential being earned must authorize the holder to teaching STEM related subjects in elementary settings.

27. **Question:** Can a resident earning a dual multiple subjects and education specialist credential be hired in either field or do they have to be hired as a multiple subjects teacher? Can they be in two classrooms with two mentor teachers to satisfy the field work for both credentials?

**Answer:** The LEA and IHE partners would need to ensure that the resident's placement satisfies the field work requirements for both credentials being earned. Per legislative mandate, 1) a resident is defined as "...a prospective teacher teach[ing] at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework" and 2) after completing the residency program the resident would need to be hired to work in one of the designated shortage areas named in Appendix A.

28. **Question:** Is there a mechanism for remote rural counties without a credential program to access a residency program with remote coursework?

**Answer:** An LEA from a remote rural county would need to find one or more commission-approved teacher preparation program(s) offered by a regionally accredited IHE(s) that offer the teacher preparation program remotely and/or online with which to partner.

29. **Question:** Can an applicant offer a program that allows a teacher to be in residency for 50% of the time and work for the district as a para-educator or teacher on a sub-standard credential the other 50% of the time?

**Answer:** Yes.

30. **Question:** How could this grant be used for developing a residency program for TK?

**Answer:** Transitional Kindergarten (TK) requires an adult to student ratio of 1:12, so an LEA could develop a residency program where the second adult in the TK classroom is a resident who teaches at least one-half time alongside the mentor teacher for at least one full school year while engaging in initial preparation coursework for a multiple subject credential.

**Appendix L**  
**Questions and Answers Regarding the Teacher Residency**  
**Capacity Grants Request for Applications (RFA), Round 1**  
**January 2022**

**Questions Clarifying Submission Requirements**

1. **Question:** Are you looking for only (Free and Reduced meals) FRPM eligibility, or unduplicated students (from, EL, homeless, foster)?  
**Answer:** Both. Appendix F has a question for each of these two sets of data. Appendix F #2 asks for information regarding FRPM numbers and Appendix F #4 asks for the percentage of unduplicated students within the LEA or consortium.
2. **Question:** If more than one LEA is developing a consortium (say three LEAs) can they apply for \$750,000?  
**Answer:** The maximum award per application is \$250,000 and the Local Education Agency (LEA) named as the lead LEA of the consortium would be the fiscal agent and responsible for coordinating reporting requirements.
3. **Question:** Regarding Appendix F: Statutory Priority Points, Item 2. If there are several schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals, must we list them all or will one suffice?  
**Answer:** List all schools. The text boxes on Appendix F allow applicants to enter more than one school; the boxes will expand as you type.

**Questions Regarding Uses of Capacity Grant Funding**

4. **Question:** Can Capacity funds to be used for infrastructural things like investing in the physical space that we host residents in or a data management system or website support/design?  
**Answer:** Teacher Residency Capacity grant funding cannot be allocated to infrastructure projects on physical meeting spaces. Data management systems and website support/design are appropriate uses in either the program administration or other category.
5. **Question:** What percentage of indirect costs are allowed for the capacity grant? For the upcoming Expansion or Launch grants?  
**Answer:** There is no limit on the percentage of a Teacher Residency Capacity grant award that can be allocated to program administration or indirect costs. Directions on indirect costs for the Expansion and Implementation grants will be addressed in the upcoming RFAs for each.
6. **Question:** I have a question related to matching funds requirements. Can the LEA use federal funds as a match since it is a different source?  
**Answer:** Yes. LEAs may use federal funds as matching funds. Applicants may wish to refer to the [fact sheets](#) from the Learning Policy Institute (LPI) which detail strategic uses of federal recovery funds.
7. **Question:** What counts as an administrative cost? Is that a person or is it overhead, for example?  
**Answer:** Administrative costs are those relating to the management and administration of the Teacher Residency Capacity grant. This may include personnel or overhead costs.
8. **Question:** What would be the definition of "LEA Personnel (release time)"? I am trying to help a team differentiate personnel release time vs stipends.

**Answer:** LEA Personnel (release time) is defined in the RFA as “costs of providing release time to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant Program.” LEA Personnel (stipends) is defined as “a stipend paid to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant Program.” Common release time expenditures include paying substitute costs to release a classroom teacher to attend meetings or trainings during their contractual workday. Common stipend expenditures include paying a mentor teacher a stipend for attending meetings or trainings after their contractual workday.

9. **Question:** In the table on the first page of Appendix D, do we double count residents if they represent more than one designated shortage area? Let’s say there we are projecting 10 residents per year who will be earning a special education credential AND who are helping to diversify the LEA’s teacher workforce. Do we put 10 in each row?

**Answer:** Please do not double count projected numbers of teacher residents. Instead, select the most appropriate row for the program being proposed. In the case described in this question, it appears that the most appropriate row on the table would be the one titled, “Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Special Education” as that row includes both designated shortage areas - special education and diversifying the LEA’s teacher workforce. Alternatively, if only half of the projected teacher residents earning an Education Specialist credential will also be fulfilling need to diversify the LEA’s workforce, the applicant may select to enter five projected residents in the Special Education row and another five in the Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Special Education row for a total of ten residents annually.

### Questions from Existing Teacher Residency Programs

10. **Question:** We are currently in the 4th year of the Expansion Grant. We want to double the size of our existing program and continue it beyond the 5-year limit under the Expansion Grant. We use our current funding for resident and cooperating teacher stipends. Is the Capacity Grant the right one for us?

**Answer:** This is a local decision. Teacher Residency Capacity grants are to support building capacity in the collaborative LEA-IHE partnership and prepare the partnership and its members to implement and operate an effective teacher residency program within the applicant LE or consortium. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

11. **Question:** We are an existing residency with an LEA partner. We are hoping to use the funds to a) support planning to add an ed specialist pathway and b) support a new LEA hire who can coach and provide wraparound supports for our STEM residents. Is it okay to propose to use the funds in these two very different ways? And then apply next year for an expansion grant to fund our new residents directly?

**Answer:** Yes.

## Questions Regarding Responsibilities Once Grants Have Been Awarded

12. **Question:** What are the reporting requirements for the capacity grant? For the upcoming Expansion or Launch grants?

**Answer:** Linked here is the [Teacher Residency Capacity Grant Expenditure Report](#) submitted annually by all 2018 Teacher Residency Capacity grantee LEAs. Applicants should note that this is a template and the exact reporting areas included are subject to change. Reporting requirements for the Expansion and Implementation grants will be covered in the upcoming RFAs for each.

## Questions Regarding Eligibility and Possible Program Pathways

13. **Question:** STEM is one of the focus areas. Can that include multiple subject candidates where districts have science technology elementary schools?

**Answer:** Yes.

14. **Question:** Are planning vs. implementation activities defined by the grant? or is that flexible?

**Answer:** Yes, they are defined. Perhaps the most important difference is that capacity funding may not be used to recruit or support residents enrolled in a teacher residency program.

15. **Question:** I need to ask a basic question: How do we define a residency program?

**Answer:** Authorizing legislation for Teacher Residency Grant funding defines a teacher residency program as a “program that partners one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.” For more information, consider exploring the Commission’s [Teacher Residency Grant Program](#) webpage.

16. **Question:** Is the capacity grant for one year or five years? What if we only need it for one year?

**Answer:** Grantees have until June 2026 to encumber all funds disbursed to them by the Commission. They may expend funds and complete proposed activities before June 2026 (after one year is acceptable) or they can continue spending funds concurrently with a residency expansion or implementation grant that they are awarded in any of the competitions.

17. **Question:** I am looking for clarification about how the Teacher Residency Capacity Grant and the Early Education Teacher Development Grant fit together or overlap. The Teacher Residency Capacity Grant appears to be a grant for planning a new or expanding an existing teacher residency program in conjunction with an IHE. Can you clarify how these funds are to be spent? Are the teachers in PK/TK the teachers you are to plan for? Will the RFA for the Early Education Teacher Development Grant provide clarification on overlap? When will that RFA be released? Can you clarify how these funds can be used?

**Answer:** The summarizing definition of grant funding included in this question is accurate. Teacher Residency Capacity is grant funding for LEAs planning for a new, or expanding an existing, teacher residency program in partnership with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education. The grant funds may be spent in any of the categories listed on Appendix G of the Teacher Residency Capacity Grant RFA. Using Capacity Grant funds, applicants may choose to design a residency pathway to support TK teachers, or they may also include any of the other designated shortage areas named in the RFA.

**Appendix M**  
**Questions and Answers Regarding the Teacher Residency**  
**Capacity Grants Request for Applications (RFA), Round 2**  
**September 2022**

1. **Question:** Will the PK-3 ECE credential be added to the next Teacher Residency Capacity Grant, assuming that the credential is approved by then?

**Answer:** Until authorized institutions become approved to offer the PK-3 ECE credential through the Initial Program Review process, applicants interested in developing a residency pathway for PK-3 teachers are advised to select at least one of the following four options from the Appendix D:

- Special Education
- Multiple Subject (to teach in TK or Kindergarten)
- Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education
- Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects with or without added authorizations

2. **Question:** Appendix F-question 3 states "densely populated" - How does the CTC define "densely populated?"

**Answer:** Legislative language does not provide any guidance on this topic. If the LEA's local region regularly refers to the LEA as being densely populated or as an urban area, the applicant may indicate that they meet that priority point.

3. **Question:** Are we eligible to apply for another capacity grant? We were already awarded a 2021 TR Capacity Grant to partner with different IHEs for new pathway. We'd like to apply for another capacity grant to expand our work with our IHE partners from our 2018 residency grant.

**Answer:** Legislative language does not provide any limit or guidance on this topic. This is a local decision that would be detailed in the application narrative and evaluated as a part of the competitive application process.